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A program providing talented children with the opportunity to complete the fourth, fifth, and sixth grades in two years is given. Enrichment groups are provided for children who will not benefit from acceleration. The purposes of the program are to develop basic skills, habits of effective thinking, citizenship, leadership, self-knowledge, environmental knowledge, creativity, enrichment, and acceleration.

The major concepts to be covered, and the skills, abilities, attitudes, and suggested activities are given for each area in the curriculum. These are science, reading, Spanish language, spelling, social studies, and mathematics. Enrichment is offered for all talented students through grade three and in the upper grades for those not taking part in the accelerated program. The program is planned to meet individual needs and to challenge abilities. Enrichment can be used in the regular classroom, and cluster grouping also helps these children. Flexible programs cross over grade levels and reflect the special interests and talents of pupils and staff.

The legal requirements relating to the education of the gifted, and identification and screening procedures are given. Administrative procedures are described, and the materials, equipment, and facilities for the academically talented classes are suggested.

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Academically Talented Program

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OXNARD SCHOOL DISTRICT
1963

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F O R E W O R D

The basic philosophy for the education of talented pupils is the same as that for all pupils -- each should be educated to the fullest extent of his capacity. Talented children master concepts much more rapidly than the majority of their classmates, their potential for learning is greater, and they achieve success in a more diversified manner. Hence, the means of instruction must provide for both flexibility and variability.

The program for talented children in the Oxnard School District attempts to provide opportunities for both acceleration and enrichment. It stresses the importance of several approaches to the education of talented children.

Harold R. DePue
District Superintendent

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Article 1 Descriptions of the Programs

Oxnard School District's formal program for academically talented children began in the fall of 1958 with provision to cover grades four, five and six in two years. Since its inception changes have been brought about through continual evaluation of the present program with regard to both acceleration and enrichment. Every effort is made to maintain a system of flexibility in order to provide the particular kind of facility that talented children require. To achieve these ends several programs are available in the district.

101.1 Accelerated Program.

Talented children selected for this program complete the fourth, fifth and sixth grades in two years. These youngsters are brought together at a single school and are organized as a single class unit. Enrichment is provided.

101.2 Enrichment Groups in Individual Schools.

Such programs are provided for talented children who will not benefit from acceleration. These may be organized on grade level lines or they may include children from different grades.

Article 2 Purposes of the Program

102.1 Referent Groups.

The purposes in referent groups are:

A. To enable the child to evaluate his own ability more realistically and with greater modesty.

B. To provide more stimulating associations in the classroom.

C. To stimulate creative thinking.

102.2 Developing Basic Skills.

The purposes of the program in developing basic skills are:

A. To use more research materials and resources,

B. To be able to verify information and check theory with facts,

C. To recognize cause and effects,

D. To organize material for better understanding and retention,

E. To apply knowledge to the solution of problems,

F. To judge validity of information,

G. To provide specific techniques to increase reading rate and comprehension,

H. To demonstrate facile and imaginative use of the English language,

I. To provide greater number experiences emphasizing conceptual skills.

102.3 Developing Habits of Effective Thinking.

The purposes of the program in developing habits of effective thinking are:

A. To provide many opportunities for independent thinking,

B. To recognize a problem and define it clearly,

C. To gather and study facts about a problem distinguishing between fact, opinion and propaganda,

D. To weigh evidence, make inferences, and draw conclusions,

E. To detect within himself, and try to overcome such things as subjectivity, rationalization, projection, and prejudices, which inhibit effective thinking,

F. To develop recognition of multiple references,

G. To check conclusions for accuracy, modifying thinking as the evidence dictates,

H. To do creative thinking such as using imagination, and uniting the thinking of a group to form a concept

102.4 Developing Citizenship.

The purposes of the program in developing citizenship are:

A. To understand and appreciate American history and ideals,

B. To participate willingly in community and civic affairs,

C. To understand the interdependence of peoples of the world,

D. To understand and accept responsibility to other peoples of the world.

102.5 Developing Leadership.

The purposes of the program in developing leadership are:

A. To realize that a good leader is willing to accept opinions of others,

B. To assume roles of responsibility willingly and with effectiveness,

C. To realize that leadership entails hard work as well as honor,

D. To realize that good "followership" is a characteristic of a good leader.

102.6 Developing Self-Knowledge.

The purposes of the program in developing self-knowledge are:

A. To recognize and accept himself as a unique individual,

B. To accept individual differences in others,

C. To gain the ability to cope effectively with "failure",

102.7 Developing Environmental Knowledge.

A. To understand environmental effects on human existence,

B. To realize that man may alter undesirable environmental conditions,

C. To learn that the extent of environment ranges from the community to outer space.

102.8 Encouraging Creativity.

The purposes of the program in encouraging creativity are:

A. To write original stories, poems, reports, songs, dramas,

B. To provide greater experiences in the graphic arts,

C. To prepare original science and health projects,

D. To explore human relations:

1. Make new friends.

2. Developing greater understandings of peoples

3. Solving personal problems in new or more constructive ways

4. Recognizing other peoples's motives

102.9 Developing Enrichment.

The purposes of the program in developing enrichment are:

A. To learn simple conversational Spanish.

B. To provide broader learnings and more extensive and varied experiences in music,

C. To participate in more numerous directed art activities, including a wider variety of media and techniques,

D. To meet and talk with more resource persons,

E. To make more frequent and extended field trips.

102.10 Developing Acceleration.

The purposes of the program in developing acceleration are:

A. To be able to work at a pace more consistent with his capabilities,

B. To be challenged to use abilities more fully,

C. To help to develop desirable habits of work, study and application,

D. To be able to complete more education before marriage, or serving in the armed forces,

E. To give opportunity for a greater amount of graduate work,

F. To be able to enter a profession during the more productive earlier years.

DIVISION II

THE CURRICULUM

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Article 1 Curriculum for the Academically Talented

201.1 Science.

A. Major concepts for the first year

1. Interdependence of man and plants
2. The nature and effects of heat
3. Weather changes
   (a) day-to-day
   (b) may be predicted
   (c) effects on man
4. Understanding the solar system
5. Changes in the earth
   (a) prehistoric
   (b) present
6. Chemical nature of earth
   (a) chemicals everywhere
   (b) molecular and atomic structure
7. Characteristics, effects, and uses of electricity

B. Major concepts, second year

1. Energy is everywhere
2. Why the seasons change
3. Energy and plant growth
4. Animals and seasonal change
5. The Milky Way and beyond
6. Light and energy all around us
7. Plants and animals live in communities
8. Using water, soil, and forests wisely
9. Our earth - a huge magnet?
10. Machines to direct energy
11. The earth's airways and beyond
12. Making the world a healthful place

C. Skills, abilities, and attitudes

1. Accurate observation of phenomena
2. Ability to draw accurate conclusions
3. Ability to generalize from evidence
4. Ability to assemble and evaluate data from many sources in order to solve problems
5. Development of scientific attitudes, understanding and usage of scientific method of problem solving
6. Ability to read, understand, and evaluate scientific writings in semi-technical journals, periodicals, and newspapers

D. Suggested Activities

1. Observing and performing experiments
2. Recording observations and drawing conclusions
3. Construction of models, mock-ups, etc., to clarify principles
4. Collecting, mounting, and classifying rocks, leaves, shells, etc.
5. Posters or bulletin board displays
6. View films, slides, etc.
7. Field trips to laboratories, museums, industries, etc.
8. Invite scientist to class
9. Make chart showing contributions of science to daily life
10. Study biographies of important scientists
11. Science clubs
12. Science fair
13. Report on recent scientific development
14. Resource people
    (a) Industries using science
    (b) Professions using science directly

201.2 Reading.

A. Skills, abilities, and attitudes

1. Ability to use library resources such as card catalogue, yearbook, Reader's Guide, atlas, almanac, dictionaries, encyclopedias
2. Ability to use parts of books--table of contents, index, title page, topic headings
3. Ability to understand footnotes, abbreviations, and cross references
4. Ability to draw correct conclusions
5. Ability to regulate rate of reading to purpose, such as skimming to locate information, speed reading for recreation, slower reading for remembering or deeper understanding
6. Ability to attack new words independently
7. Ability to read orally with poise, ease and expression

8. To develop discrimination in selection of reading materials
9. To develop a fundamental liking for and interest in books and other reading materials
10. To respond whole-heartedly to the beauty in literature
11. To understand that reading is an essential tool in independent study and research
    (a) Builds self-esteem
    (b) Provides a satisfying way of using leisure time
    (c) Helps the reader to understand himself and others
12. To realize that reading is a source of keen pleasure
13. The ability to categorize and alphabetize
14. Desire to read to deepen and broaden hobbies and interests
15. Use dictionary, glossary, thesaurus, etc., to increase the range and exactness of effective vocabulary
16. Ability to check information from one source with comparable information from another
17. Desire to read in order to understand human relationships
18. Ability to identify writer's intent, purpose, or point of view
19. Ability to determine validity of material
    (a) Recency
    (b) Background and authority of writer
    (c) Fact or opinion?
20. Development of permanent interest in reading about current events

B. Activities

1. Individual progress records
    (a) Basic skills
    (b) Book reports
2. Dramatize stories and poems
    (a) For radio
    (b) Puppets
    (c) Acting out
3. Compile lists of related words such as:
    (a) Words that show how one walks

(b) Words that express mood
(c) Kinds of sounds the wind makes

4. Discuss characters and their motives and emotions; relate to life experiences
5. Discover elements of style; collect illustrative stories
6. Collect bibliography for various hobbies
7. Design and maintain a balanced reading program
8. Read biographies of authors
9. Make scrapbooks of pictures illustrating favorite stories and poems
10. Hear records, view films, and slides on related topics
11. Invite to class a writer, reporter, poet, etc.
12. Compile list of magazines published for specific interests, such as health, sports, hotrods, pigeons, etc.
13. Learn the Dewey Decimal System
14. Compile and edit class book of favorite stories or poems.
15. Field trip to book bindery, library
16. Participate in oral reading in audience situation
17. Draw pictures of illustrated stories or poems

201.3 Spanish.

A. Concepts, skills, abilities, attitudes

1. Greater understanding of Spanish-speaking peoples
2. Recognition and appreciation of contribution of Spanish to California
3. Recognition and appreciation of beauty of Spanish language
4. Respect for Spanish language and peoples who speak it
5. Vocabulary dealing with wide list of various topics
   (a) General social courtesies
   (b) Classroom activities and school environment
   (c) Home, family, and community
   (d) Parts of the body
   (e) Clothing
   (f) Foods and related topics
   (g) Animals

(h) Occupations, professions, businesses
(i) Holidays and travel
(j) Relation of U. S. to Spanish-speaking countries

6. Ability to understand and speak Spanish easily in wide number of situations

B. Activities

1. Listening
   (a) Records, TV, radio, tape recorder, films
   (b) Instructor, Spanish-speaking resource persons
2. Speaking
   (a) Conversations
   (b) Poems, proverbs, songs
   (c) Counting activities
   (d) Following classroom directions
   (e) Teletrainer
   (f) Dramatizations
      (1) By children
      (2) Puppet shows
      (3) Radio scripts
   (g) Choric verse
3. Reading
   (a) Experience stories
   (b) Poems
   (c) Library books
   (d) Spanish periodicals
   (e) Flash cards
4. Writing
   (a) Vocabulary
   (b) Stories, letters, scripts
   (c) Library books
   (d) Spanish periodicals
   (e) Flash cards
4. Writing
   (a) Vocabulary
   (b) Stories, letters, scripts
   (c) Headings for classroom work
5. Games, stories, songs, riddles
6. Recording and listening to own pronunciation and grammar
7. Dramas, radio plays, etc.
8. Collect and display materials and objects dealing with Spanish activities

C. Materials

1. Pictures of wide variety of objects
2. Records with listening post
3. Television set
4. Tape recorder
5. Teletrainer

201.4 Language.

A. Skills, abilities, and attitudes

1. Ability to communicate ideas clearly and effectively
2. Broader usable vocabulary
   (a) Studying the origin of words
   (b) Ways of learning new words
3. Ability to choose words expressing exact shades of meaning
4. Ability to define, recognize, and construct a good sentence and paragraph
5. Understanding of and ability to use language mechanics
   (a) Punctuation
   (b) Capitalization
   (c) Spelling
   (d) Grammar
   (e) Simple diagramming
   (f) Form
      (1) Letter
      (2) Conversation
6. Recognition of parts of speech and understanding of their function
7. Use language easily and effectively in social situations
8. Understanding and appreciation of the book and its history
9. Ability to write down ideas
   (a) To clarify ideas
   (b) To make permanent records
10. Ability to observe and record accurately
   (a) Aesthetic values
   (b) Emotional reactions
11. Using language effectively in problem solving
   (a) Finding information on a topic
   (b) Reading
   (c) Taking notes
   (d) Outlining
   (e) Summarizing

12. Appreciation and enjoyment of good stories and poems
13. Satisfaction in sharing own experiences and original thoughts

B. Suggested Activities

1. Creative writing
   (a) Personal anecdotes, biographies
   (b) Stories about pictures
   (c) Supply ending to story heard in class
   (d) Additional episode to favorite story
   (e) Listen to poems on related topic, write original poem on same theme
   (f) Round-robin stories
   (g) Letters
   (h) Reports
2. Word games
   (a) Increase vocabulary
   (b) Develop dictionary skills
   (c) Increase understanding of word structure
   (d) Story telling
   (e) Choral reading, part speaking
   (f) Collect and display samples of good writing from magazines, etc.
   (g) Report grammatical errors heard on radio, TV, in conversation
   (h) Individual and group instruction
   (i) Radio and puppet shows
   (j) Dramatization
      (1) Social
      (2) Original dramas

201.5 Spelling.

A. Concepts, skills, and attitudes

1. Reliance on dictionary for verification of spelling
2. Use of diacritical marks
3. Acquisition of an expanded, usable, imaginative, vivid spelling vocabulary
4. Desirability of correct spelling
5. Ability to relate sounds of words to their spelling
6. Ability to proof-read and correct own work
7. Ability to recognize two pronunciations of same word according to use

B. Suggested Activities

1. For words deleted from the list substitute unknown, frequently used words found in social studies, science, creative writing, etc.
2. In place of omitted workbook exercises, use other related activities in keeping with the needs and abilities of these children
3. Have each child keep private dictionary of words he asks how to spell; give chance for frequent drill and use
4. Include games, i.e., spelldowns, spelling baseball, anagrams, crossword puzzles, making words from the letters of another word, etc.

201.6 Social Studies.

A. Understandings and concepts

1. Relationship between man and his environment
   (a) Environmental influences
      (1) Supply basic needs
      (2) Mold culture
      (3) Define ethics and ideals
   (b) Man's increasing ability to modify environment through education
      (1) Discover new uses for natural resources
      (2) Discover and use new kinds of energy
      (3) Develop new types of tools
      (4) Value of conservation of natural resources
2. Relationship between groups of peoples
   (a) Same basic needs and emotions
   (b) Cooperative effort more productive
   (c) World shrinking through
      (1) Faster transportation
      (2) Instantaneous communication
3. Knowledge and appreciation of American history and ideals
   (a) Constitutional government, respect for law
   (b) Understanding of and respect for our economic system
   (c) Individual worth, respect for human life

4. Multiplying by two-place numbers, with and without carrying
5. Finding averages
6. Adding and subtracting like fractions
7. Reduction of fractions

B. Representative major concepts for the second year

1. Reading and preparing graphs, tables, and scale drawings
2. Addition, subtraction, multiplication, and division of two-place denominate numbers
3. Addition, subtraction, multiplication, and division of common and decimal fractions
4. Refining problem solving skills
5. Changing measures to larger and smaller units
6. Estimating
7. Multiplication and division by three-place numbers
8. Time and space relationships
9. Understanding quantitative relations
   (a) Gain, loss
   (b) Increase, decrease

C. Suggested Activities

1. Individual and class progress charts
2. Games, puzzles, flash card drills
3. Mental arithmetic
4. Competitions
   (a) "Bees"
   (b) Team competitions
5. Teacher-pupil conferences
6. Up-date study problems
7. Invite to class persons who use mathematics in their professions
8. Use calculators
9. Research and report on history of number systems
10. View films, slides, filmstrips on related topics
11. Draw maps and floor plans
12. Field trips
13. Time line
14. Discovering and reporting development of mathematical concepts
    (a) Clocks
    (b) Weights and measures

(d) Desire to assist and share with less fortunate
(e) Willingness to defend ideals
(f) Understanding of rights and duties of citizens in a democracy

4. Understanding contemporary problems and issues
   (a) Poverty
   (b) Illiteracy
   (c) Disease
   (d) Conflicting ideologies
   (e) History and role of United Nations
5. Developing critical thinking
   (a) Comparing points of view
   (b) Challenging and evaluating what they read or hear

B. Suggested Activities

1. Interview or write to public agencies
2. Prepare and present comprehensive research projects
3. Build models of historic buildings, ships, etc.
4. Compile material in the form of graphs, charts, tables, etc.
5. Write original stories, poems, songs, related to topic
6. Listen to music, stories, poems, songs related to topic
7. Field trips
8. View films, slides, filmstrips
9. Make time line
10. Make collectionsof stamps, coins, letters from other countries
11. Write to pen pals
12. Compile class scrapbooks
13. Elect student officers
14. Bring to classroom resource people from the community

201.7 Mathematics.

A. Major concepts for the first year

1. Long division
   (a) Even and uneven
   (b) By two-place numbers
2. Solving two- and three-step problems
3. Division and multiplication facts to and including nines

(c) Roman and Arabian number systems
(d) Other number systems
(e) Calendars
(f) Counting devices

15. Creating models representing geometric shapes
16. Preparing original problems
17. Collect, interpret, and make graphs, charts, tables, and diagrams
18. Construction activities
19. Compute mileage from road maps
20. Use advertisements to compute carrying charge cash discounts, etc.
21. Keep temperature charts
22. Money-handling operations
23. Postal rates and problems using them
24. Demonstrate with globe how earth movements determine time belts

D. Materials

1. Measuring devices
   (a) Linear
   (b) Volume
   (c) Weight
   (d) Time
   (e) Temperature
2. Manipulative
   (a) Abacus
   (b) Fraction kits
   (c) Speedometer
   (d) Disks, beans, sticks for grouping
   (e) Computing machine
   (f) Flash cards
   (g) Slide rule
   (h) Toy money
3. Miscellaneous
   (a) Road maps
   (b) Commercial advertising
   (c) Charts, graphs, tables, diagrams
   (d) Receipes
   (e) Baseball percentages
   (f) World almanac, postal guide
   (g) Place value chart
   (h) Mail order catalogue

E. Skills stressed

1. High degree of proficiency in
   (a) Problem solving
   (b) Four basic processes
2. Ability to relate concrete and abstract concepts

3. Ability to use slide rule
4. Ability to apply mathematics to life experiences
5. Ability to determine reasonability of answer

Article 2 Enrichment for Talented Students in Regular Classes.

202.1 Enrichment Defined.

In its broadest sense, enrichment should mean an attempt to adapt the learning situation more closely to the level and pattern of abilities of every child. Using this definition, instructional modifications to accommodate the slow learners are equally deserving of the term enrichment as are attempts to add depth and scope to the experiences of the gifted.

This section of the guide will be limited to enrichment procedures as they relate to the talented only. Since Oxnard's Academically Talented Program represents a technique to accommodate the talented through ability grouping and acceleration, this section is further delimited to include suggestions for enrichment for the talented in regular classrooms. There are large numbers of talented pupils in Oxnard classrooms for whom the A.T. Program has no effect. These pupils separate into two groups:

A. The talented in kindergarten through third grade, since A. T. Program begins in fourth.

B. The talented in grades four through six who do not choose to enter the A. T. Program or who are talented in special areas but lack the breadth of talent to enter the A.T. Program.

Enrichment for the groups described above is defined as follows:

A. Providing an educational program based upon the recognition of individual differences and planned to meet individual needs and to challenge abilities.

B. Providing a learning environment conducive to exploration and originality.

C. Adding depth and scope to learning experiences.

D. Developing critical thinking, problem solving ability, creative thinking and expression.

202.2 Regular Classroom Enrichment.

Many educators believe that the most appropriate method for challenging pupil talent is through enrichment

in the self-contained heterogeneous classroom. This method is often advocated in preference to ability grouping or acceleration. This point of view is adequately expressed by Schiefele:

> "The question of how best to meet the needs of talented children in the classroom is a controversial one. The kind of program adopted in any given school system is determined by such factors as the philosophy of education held by the administrators, teachers, and parents; the facilities and materials that are available; the size and geographical distribution of the school population; and the school and community personnel that can be utilized.
>
> The philosophy supporting enrichment in the regular classroom emphasizes the social values inherent in heterogeneous grouping. This procedure permits children of varying abilities to work and play together, to share goals and plans, and to experience achievement through the utilization of each individual's particular abilities. Such a process parallels the real life situations of adulthood and provides the gifted child with valuable experiences in associating with others whose interests and talents differ from his own. Training in leadership and in the ability to follow is thus gained, together with respect for the dignity of the individual."[1]

Recognizing advantages of enrichment in the regular classroom, it is also obvious that a number of conditions need to prevail to insure the success of an enrichment program in such a classroom. These conditions are:

A. A desire on the part of teachers and administrators to provide an enriched instructional environment.

B. A ready access to a wide variety of materials and special instructional supplies.

---

[1]Marian Scheifele, The Gifted Child In the Regular Classroom (New York: Teacher's College, Columbia University, 1953), p. 43

C. A philosophy of flexible grouping.

202.3 Cluster Grouping.

One of the inherent difficulties in attempting enrichment in the regular classroom relates to the dispersal of the talented to all rooms. Cluster grouping is recognized as an approach to meeting the needs of the talented pupil. This administrative procedure retains the advantages of the heterogeneous classroom but at the same time gives certain teachers a working instructional group of very talented pupils.

Essentially, cluster grouping requires the identification of a small group of pupils (7-9) who are very talented in certain areas and the assignment of this group to one teacher. In most schools this procedure can be used at every grade level without seriously depriving other rooms of pupil leadership. The teacher receiving the small talented group would also have assigned a relatively normal group of pupils. Care should be taken that a group of very low students is not assigned to the same room because of the resulting instructional range.

It is widely recognized that a group identified as very talented in, for example arithmetic, will not be exactly the same as a group from the same grade level in reading, science, art or any other area. There will, however, be a number of pupils who would appear in almost every cluster group in any subject. Since it would be impossible to create cluster groups in more than one or two subject areas, each staff needs to determine the group or groups to be identified.

202.4 Flexible Programming.

Various flexible programs may be designed to develop special talents. Flexible programs normally cross over grade levels and reflect the special interests and talents of pupils and staff.

An example of flexible programming follows:

The teachers of two grade levels agree upon "x" number of special interests or skills. The teachers involved select an area for specialization. Pupils are assigned to each group according to pre-determined criteria. Pupils could be assigned because of special talent, interest, or need. Groups need to be formed that will accommodate the total pupil population for the grades involved.

The groups could be designed to meet for a certain period and then rotate so that all pupils moved through all groups over a period of time (but for different purposes) or the groups could be designed for a semi-permanent program. Examples of possible areas of specialization at the elementary level could include:

A. Problem solving through the scientific method

B. Modern mathematics

C. Speed reading

D. Literature

E. Remedial reading

F. Phonics

Areas to be emphasized should be selected after an appraisal of the needs and talents of the pupils involved and the special strengths and interests of the staff.

202.5 Regular Enrichment.

Even in a school utilizing cluster grouping and flexible programming as described above, the day-to-day attempts to enrich the program for talented pupils in all classrooms by every teacher remain paramount. No administrative grouping procedures or special scheduling program should negate the need for constant awareness on the part of every teacher of the unmet needs of talented pupils.

DIVISION III

SCREENING AND ASSIGNMENT

Article 1 — Identification of Talented Children

301.1 Initial Screening

301.2 Identification of Children After the Formal Screening is Completed

301.3 Assignment to Program

301.4 Identification of Children for Placement in Enrichment Groups in Individual Schools

Article 1 The Identification of Talented Children.

301.1 Initial Screening.

Children are screened for placement in the accelerated classes during the latter part of the third grade.

A. During the early part of February, forms are sent to all third grade teachers which require them to rank their children from highest to lowest in reading and arithmetic. They are also requested to mark with an asterisk the names of those youngsters whom they think would be successful in an accelerated program.

B. As a part of the regular testing program, Metropolitan Achievement and Henman-Nelson tests are administered to all third grade children. The total I.Q. and the reading and arithmetic scores are then ranked from highest to the lowest.

C. Children are selected from the final list if they are top ranked in I.Q., reading, arithmetic and teacher judgement. The next highest child is then selected until enough are chosen to organize a class.

D. The final step involves the verification of placement. Each child's records are studied to determine emotional stability, chronological age, motivation, health, and stature. Individual psychological evaluation is conducted when necessary.

E. Approval by the Placement Committee.

301.2 Identification of Children After the Formal Screening is Completed.

Children in grades four through six may be admitted to the program at any time of the year if they missed the initial screening. In such cases the following are required:

A. An individual psychological.

B. The recommendation of the Examiner.

C. Final approval by the Placement Committee.

301.3 Assignment to Program.

Such children may be assigned to the program but not accelerated, assigned to the program and accelerated or assigned to a regular class at Driffill School but attending the accelerated class on a part-time basis.

301.4 Identification of Children for Placement in Enrichment Groups in Individual Schools.

A. Identified in the regular third grade screening procedure, or

B. Selected by the teacher and evaluated with an individual psychological examination.

C. Approval of the Placement Committee.

DIVISION IV

ADMINISTRATION OF PROGRAM

Article 1 — Administrative Procedures

401.1 Class Size

401.2 Notification to Parents

401.3 General Orientation Meeting

401.4 Transportation

401.5 Procedure for Removing Children from the Talented Children Program

401.6 Individual Case Study Records

401.7 In-Service Training

401.8 Conferences and Conventions

401.9 Summer Preparation and Planning

401.10 Resource People

401.11 Cooperative Teaching

401.12 Suggested Materials, Equipment, and Facilities for the Academically Talented Classes

Article 1 Administrative Procedures

401.1 Class Size.

Class size should be maintained at 30 but if a need appears, it may be increased to a maximum of 32.

401.2 Notification to Parents.

Parents of prospective academically talented students will be personally contacted, preferably by telephone, to have the program briefly explained and to be informed of the child's selection for the class. This process will continue until thirty students are placed in the program.

401.2-1 Parental Consent Slip.

Parents who have agreed to have their child placed in the academically talented program are required by law to sign a parental consent slip.

401.3 General Orientation Meeting.

A general meeting will be held for the parents of children selected for the academically talented program. Members of the standing placement committee will review thoroughly all implications of the program and answer questions which parents may have.

401.4 Transportation.

It is the policy of the district to provide transportation on the same basis as for children attending regular classes.

401.5 Procedure for Removing Children from the Talented Children Program.

Any child may be removed from the program with the approval of the placement committee if the following conditions prevail:

A. Does not do the work that is assigned.

B. Appears to be disturbed by conditions in the class to the extent that the condition

is detrimental to his well being.

C. Upon the request of the parent.

401.6 Individual Case Study Records.

Individual case study records shall be kept for all children in accordance with provisions set forth by the State Board of Education.

401.7 In-Service Training.

Opportunities should be provided teachers to visit classes for the academically talented outside of the Oxnard School District.

401.8 Conferences and Conventions.

In order to keep abreast of current research and practices, teachers in this program are encouraged to attend local and regional conferences and conventions relating to the academically talented pupil.

401.9 Summer Preparation and Planning.

Teachers of the program are encouraged to spend at least two weeks each summer developing and acquiring material for units and researching practices and methods. Such assignments will be under the supervision of the building principal. The rate of salary will be that of a summer school teacher.

401.10 Resource People.

An attempt should be made to draw upon those people in the community who have interests and abilities in areas that might contribute to the classroom instruction of these students.

401.11 Cooperative Teaching.

There are special opportunities in the A. T. Program for cooperative teaching. There is little doubt that the teachers of the program could complement one another's program.

401.12 Suggested Materials, Equipment, and Facilities for the Academically Talented Classes.

A. Materials

1. Reading
   (a) S.R.A. Reading Labs
   (b) Reading Sampler
   (c) Wide selection of recreational reading materials -- books.
2. Social studies, language, arithmetic
   (a) Coronet programmed study materials
   (b) Materials for independent work in these areas, similar to the S.R.A. reading materials
3. Miscellaneous
   (a) Encyclopedias and other reference materials
   (b) Dictionaries on a 1:1 ratio

B. Equipment

1. Television
2. Listening post and records
3. Tape recorder and prepared tapes
4. Film strip viewers
5. Calculator
6. Overhead projector
7. Film strip projectors
8. Movie projector
9. Chord organ
10. Microscopes and prepared slides
11. Extra book shelves

C. Facilities

It has been suggested that the two academically talented classes occupy three adjoining rooms, the one in the center to be equipped for and used during individual free-time activities and committee projects.

If the microscopes, listening posts, film strip viewers, etc., for both classes were located here, they could be used more freely and with less probability of disturbing classroom instruction.

Art supplies and materials kept here would enable students to finish projects that were not completed in the allotted time; and materials provided for science or social studies projects would enhance opportunities for individual efforts in these areas.

These suggested uses are just a few to which such a room could be put; possibilities are limitless.

DIVISION V

LEGAL REQUIREMENTS

Article 1 — Laws Relating to the Education of the Gifted

501.1 Legislative Authority

501.2 General Provisions

501.3 Identification of Mentally Gifted Minors

501.4 Minimum Standards for Programs for Mentally Gifted Minors

501.5 Approval of Programs

501.6 Excess Expense - Definition

Article 1 Laws Relating to the Education of the Gifted

501.1 Legislative Authority.

The district's policy conforms to the material quoted below which is taken from Article 23, Special Educational Programs for Mentally Gifted Minors, Sections 199.10, 199.11, 199.12, 199.13 and 199.14, Title 5 of the State of California, California Administrative Code.

501.2 General Provisions.

This article applies only to special educational programs for mentally gifted minors described in, and for which reimbursement for excess costs are claimed under, Article 14 (commencing with Section 6421) of Chapter 6 of Division 6 of the Education Code.

The terms used herein have the same meaning as in that article. (Article 23, Section 199.10, Title 5).

501.3 Identification of Mentally Gifted Minors

The responsibility for the identification of pupils as mentally gifted minors shall rest with the administrative head of the school district or an employee of the district designated by him. Such identification shall be based upon a study of all available evidence as to a pupil's general intellectual capacity made by a committee consisting of the school principal, a classroom teacher who is familiar with the school work of the pupil, a school psychologist or other pupil personnel worker who is fully qualified to administer and interpret tests of mental ability, and any other person or persons designated by the district employee responsible for making the identification.

Among the items of evidence available concerning the general intellectual capacity of each pupil for whom an excess cost reimbursement is claimed under the provisions of Education Code Section 6425 shall be one of the following:

A. A score on an individual intelligence test, such as the Revised Stanford-Binet, Form L-M, representing an intelligence quotient of 130 or above, administered by a person credentialed for this purpose by the State Board of Education.

B. A score at or above the 98th percentile on a group test of mental ability and a score at or above the 98th percentile on a standardized test of reading achievement or arithmetic achievement, each test having been administered within a period of no more than 36 months of the date of identification. Beginning July 1, 1963, the tests used for this purpose must be chosen from a list of tests approved by the State Board of Education under the provisions of Education Code Section 12821.

C. The judgements of teachers, psychologists, the school administrators and supervisors who are familiar with the demonstrated ability of the minors provided that not more than three (3) percent of the pupils for whom an excess cost reimbursement is claimed shall be identified on such judgments alone.

The evidence described in paragraph A, above shall be required for all gifted minors enrolled in kindergarten and in grades 1 through 3. Beginning July 1, 1965, such evidence shall be required for all gifted minors enrolled in grades 4 through 6 except those who may be identified under paragraph C. above. (Article 23, Section 199.11, Title 5).

501.4 Minimum Standards for Programs for Mentally Gifted Minors.

Programs provided for mentally gifted minors shall meet the following standards:

A. A pupil placed in the program shall be identified in accordance with 501.2 and shall be assigned to a program suited to his abilities and needs as determined by the committee described in 501.2.

B. Individual case study records shall be maintained for all pupils placed in the program.

C. Consent of a parent, guardian, or other person having actual custody and control of said minor shall be a prerequisite to participation in the program.

D. A written plan for the program shall be available for public inspection on the same basis as is the district course of study. The written plan shall describe:

1. The purposes of the program including the general goals which pupils are expected to achieve.

2. The special activities to be carried on as a part of the program.

3. The special facilities and special materials to be used in connection with the program.

4. The methods to be used in evaluating the success of the program.

E. Programs shall be one or more of the following types:

1. Programs in which pupils remain in their regular classrooms but participate in additional educational activities planned to suit their special abilities and interests, use advanced materials, and/or receive special help, directly or indirectly, through persons other than the regular classroom teacher.

2. Programs in which pupils are provided with instruction by the school of attendance either through correspondence courses specified in Education Code Section 8301 and Section 101 of this title or by special tutoring.

3. Programs in which pupils are placed in grades or classes more advanced than those of their chronological age group and receive special instruction outside of the regular classroom in order to assist them in handling the advanced work.

4. Programs in which high school pupils for a part of the day attend classes conducted by a college or junior college.

5. Programs in which pupils participate regularly on a planned basis in a special counseling or instructional activity carried on during or outside of the regular school day for the purpose of benefiting from additional educational opportunities not provided in the regular classroom.

6. Programs in which special classes are organized to provide advanced or enriched work for pupils with superior mental ability during the regular school year or during a summer session. Such special classes may be in single subjects or may include more than one subject. They may be scheduled for a part or all of a school day.

F. A program shall be maintained on a regular basis for at least 17 weeks of a semester or for at least 34 weeks of an annual school term. In a school which is not organized on the semester basis, one-half of the days the regular day schools are maintained shall be deemed the equivalent of a semester.

G. A program provided as a part of an approved summer school meeting the time requirements set forth in Section 117 and which program is conducted for a minimum of 55 minutes for each day on which the summer school is maintained, shall be deemed to be the equivalent of a program conducted for a semester. A pupil participating in such a program in an approved summer school for a total of 20 days during a fiscal year may be counted as a participating pupil. The Fourth of July may be counted as one of such days even though the school is not maintained on that day. (Article 23, Section 199.12, Title 5).

501.5 Approval of Program.

A. Programs for mentally gifted minors must be approved by the State Superintendent of Public Instruction. For any of the six types of programs specified in subsection (e) Section 199.12, such approval will be given when the application for an

B. When a school district desires to provide a program for mentally gifted minors which does not fall into one of the types listed in subsection (e) of Section 199.12, an application for approval of the program shall be filed with the State Superintendent of Public Instruction at least 90 days prior to the opening date of the semester or the summer session during which the program will be given. The application shall include the information listed in (d) of Section 199.12 above. (Article 23, Section 199.13, Title 5).

501.6 Excess Expense -- Definition.

A. "Excess expense" for special educational programs for mentally gifted minors is the current expense of "Instruction," "Pupil Transportation," and "Fixed Charges," as defined in the October 1961 Bulletin of the California State Department of Education entitled California School Accounting Manual, incurred solely for providing the special program. The expense shall be readily identifiable in the accounting records of the district.

B. The expense incurred shall be on account of the because of a transaction which can be verified as being directly related to pupils enrolled during the fiscal year in the special program and which would not have occurred had the program not been initiated.

C. The expenses of "Instruction," "Pupil Transportation," and "Fixed Charges" used as a basis for computing allowances shall be reported in compliance with instructions on forms prescribed and furnished by the Superintendent of Public Instruction and shall be subject to the approval of the Superintendent of Public Instruction.

D. Current expenses of "Instruction," as defined in this article, include expenses for the following purposes: identification of pupils; individual counseling with pupils and/or parents; special

consultant services; special instructional materials; special instructional services; in-service education for teachers; textbooks and other books; special tutoring service; other purposes as approved by the Superintendent of Public Instruction. (Article 23, Section 199.14, Title 5).

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Presents the basic features of the National Merit Scholarship Corporation Program, against the background of the current search for talent.

Strang, Ruth. "Insights of Gifted Students about Reading." The Reading Teacher (April, 1956), 9:4:204-208.

Responses from 40 gifted persons about reading inception methods, needs and satisfactions result in recommendations.

Thissell, B. A. "Enrichment in the Regular Classroom for Rapid Learners." The Instructor (Sept., 1957), 67:68.

Specific suggestions for organization of enrichment activities: art, homemaking, language arts, social studies, and clubs.

Tonn, M. "Gifted Child." American School Board Journal. (June, 1956), 132:29-30.

Surface treatment of problem with some notes on California development.

Tyler, L. E. "Studies on Moviation and Identification of Gifted Pupils." Review of Educational Research (Oct., 1957), 27:291-299.

Advances broader concepts of giftedness. Presents reasons for lack of college-going. Also areas of high and low achievers explored, guidance, science talent, and a summary of research in area of gifted given.

Tyler, R. W. "Meeting the Challenge of the Gifted." Elementary School Journal (Nov., 1957), 58:75-82.

Answers such questions as, "Why are the gifted overlooked?" "How can needs be met?" Suggests that many ways will work -- solution is in flexibility.

U. S. Department of Health, Education and Welfare. "Educating the More Able Children in Grades 4, 5 and 6."

Discusses ways of organizing schools to teach the more able children. Useful to school personnel for the preservice education of teachers.

U. S. Department of Health, Education and Welfare. "Gifted Student - The Cooperative Research."

Ventura County Board of Education. "Enriching the Curriculum for the Gifted Child - 1954 Social Studies."

Ventura County Board of Education. "Enriching the Curriculum in Arithmetic."

Ventura County Board of Education. "Enriching the Curriculum in Reading - 1956."

Ventura County Board of Education. "Enriching the Curriculum in Science - in preparation, 1957."

Verburg, W. A. "Reflections on Educating the Gifted." Educational Leadership. (Jan., 1956), 13:206-8.

Editorial reflections as an introduction to symposium issue.

Wampler, W. N. "Bellflower Challenges the Gifted." American School Board Journal (Aug., 1955), 131:18.

Brief notice of Bellflower, California, high academic potential programs.

Weingarten, Samuel. "Reading Can Help Gifted Adolescents." The Reading Teacher (April, 1956), 9:4:219-225.

Discusses reading from the standpoint of developing interests, self-insight, and adjustment.

Welsh, Kathryn. "Reading for the Bright Pupil in the Junior High School." The Reading Teacher (April, 1956), 9:4:215-219.

Discusses some aspects of reading for Junior High students.

Wilson, Adelaide Van Ornum. "The Library Helps the Rapid Learner." Junior Libraries (Nov., 1955), Vol. 2, No. 3, pp. 8-10.

Wilson, Adelaide V. "The Library Helps the Rapid Learner." Library Journal. (Nov., 1956), k0:20:2626-28.

Points out library aids for gifted child.

Wilson, F. T. "Working with the Motives of Gifted Children." Elementary School Journal (Feb., 1957), 57:247-52.

Witty, P. A. "Does the I.Q. Identify all Gifted Children?" National Parent Teacher (Feb., 1957), 51:17.

Witty, Paul "Enriching the Reading of the Gifted Child." Junior Libraries (Nov., 1955), Vol. 2, No. 3, p. 1-5.

Witty, P.A. "Every Parent and Teacher a Talent Scout." National Parent Teacher (June, 1957), 51:4-6.

Indicates specifically the signposts to look for in discovering gifted children. Opens doors to ways of discovering talents not attached to intellectual ability alone.

Witty, Paul Gifted Child.

Designed with conviction that by helping gifted children find their places in the home, in school and in community, a more effective democratic society will be realized.

Witty, Paul "Reading and the Gifted Child." The Reading Teacher (April, 1956), 9:4:195-196.

Discusses enrichment within regular classes.

Wulfing, Gretchen. "Helping the Superior Reader." Ginn and Company. Contributions in Reading No. 14.

APPENDIX

PARENT CONSENT FORM FOR PLACEMENT

IN SPECIAL CLASSES FOR THE ACADEMICALLY TALENTED

(California Administrative Code Title 5 Education)

Name of Child_____ Birthdate_____

Address_____

Name of Parent or Guardian_____

The above named child has been assigned for trial placement in the Academically Talented Class located at _____ School beginning _____.

_____
Parent's Signature

Placement Committee	Other
Principal_____	_____
Teacher_____	_____
Psychologist_____	_____

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INDIVIDUAL INVENTORY SERVICE

The Cumulative Record

If assistance is going to be given each student, as much information as possible about the student's past experience, his present status, and his future plans will be necessary. Information from the following areas of student life should be gathered about each student:

1. General information
2. Health
3. Achievement
4. Aptitudes
5. Personal adjustment
6. Interests
7. Plans for the future
8. Family Background
9. Attendance records
10.
11.
12.
13.
14.
15.

Standardized tests provide one means of assisting the teacher or guidance worker in assessing the student's aptitudes, interests, abilities, and personality.

Nonstandardized techniques, such as anecdotal records, autobiographies, diaries, rating scales, questionnaires, interviews, and sociometric devices aid in securing additional valuable information.

Projective techniques such as tests, storytelling and play help in studying the underlying cause of behavior.

To be of value, information must be recorded in a systematic way which is complete, logically arranged, usable, and located where it is easily accessible to all concerned. The cumulative records are such a device.

FAMILY BACKGROUND DATA

STUDENT NAME _____ ADDRESS _____

SEX _____ PHONE _____ EMERGENCY PHONE _____

BIRTHDATE _____ BIRTHPLACE _____

NATIVE TONGUE _____ SOCIO-ECONOMIC STATUS _____

AGE BEGAN WALKING _____ TALKING _____ READING _____

	FATHER	MOTHER	GUARDIAN
NAME			
BIRTHDATE			
BIRTHPLACE			
EDUCATION			
OCCUPATION			
PLACE OF WORK			
MARITAL STATUS			
RELATION TO GUARDIAN			
CHILD LIVING WITH			
HEALTH			
NO. PREVIOUS RESIDENCES			

SIBLINGS

NAME	BIRTHDATE	SEX	LIVING AT HOME
1.			
2.			
3.			
4.			
OTHERS LIVING AT HOME			

STUDENT HEALTH RECORD

NAME _____

PHYSICAL

	DATE	COMMENTS
ILLNESS		
ACCIDENTS		
EYES		
EARS		
STATURE		
PHYSICAL LIMITATIONS		

EMOTIONAL

	DATE	COMMENTS
MATURITY LEVEL		
TYPE OF SLEEP		
HOBBIES		
WHAT DOES HE LIKE TO PLAY?		
NO. OF CLOSE FRIENDS		
PSYCHOSOMATIC SYMPTOMS		

PERSONALITY RECORD

NAME _____ DATE _____

WORK HABITS

ACCURACY _____

PROMPTNESS _____

COMPLETES WORK _____

NEAT _____

SOCIAL CHARACTERISTICS

CO-OPERATIVE _____

LEADERSHIP _____

RESPECTFUL _____

PATIENCE _____

RAPPORT - peers _____

- adults _____

FAIR _____

PERSONAL CHARACTERISTICS

FRIENDLY _____

GROOMING _____

CONFIDENCE _____

SELF-CONTROL _____

SELF-ESTEEM _____

PHYSICAL SIZE _____

SPECIAL TALENTS _____

COURTEOUS/SENSITIVE _____

EXTRA-CURRICULAR EXPERIENCES

STUDENT'S NAME _____ DATE _____

	COMMENT
RECREATIONAL	
EDUCATIONAL	
RESPONSIBILITIES	
HOBBIES - INTERESTS	
HOURS TV - WEEK	
LEADERSHIP	
TRAVEL	
THINGS FAMILY DOES TOGETHER REGULARLY	
FRIENDS	
EXTENT OF HOME LIBRARY	
CHURCH ACTIVITY	
CREATIVITY	
PETS	
GROUP CONTACTS	

ACADEMIC RECORD

NAME_____ SCHOOL_____ CLASS_____

SUBJECT	LEVEL	DATE	GRADE	COMMENT
READING				
VOCABULARY				
COMPREHENSION				
ARITHMETIC				
P.E.				
SOCIAL STUDIES				
SCIENCE				
MUSIC				
WRITING				
CREATIVITY				
SELF-EXPRESSION				
WRITTEN				
ORAL				
NEATNESS				
SPECIAL OR GENERAL TALENTS				

TEST DATA

NAME OF STUDENT _____

NAME OF TEST	TYPE	DATE	GRADE	RESULTS

FUTURE PLANS

NAME_____ DATE_____

IDOL(s)_____

PARENT'S HOBBIES AND INTERESTS_____

_____

_____

PARENT'S DESIRES FOR CHILD_____

_____

_____

_____

CHILD'S PLANS FOR:

EDUCATION_____

_____

WORK_____

_____

SCHOOL'S PLANS_____

_____

_____

_____

_____

_____

_____

_____